

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

U.S. – Russia Language, Technology, Math, and Science Program

ECA/A/S/X-09-04

Office of Global Educational Programs

Teacher Exchange Branch

The POGI guidelines apply specifically to the Request for Grant Proposals (RFGP) issued by the Bureau of Educational and Cultural Affairs (ECA), Office of Global Educational Programs, Teacher Exchange Branch for the U.S. – Russia Language, Technology, Math, and Science Program. Proposals must conform to the RFGP, the Guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Applications not adhering to the conditions set forth herein may be deemed technically ineligible. These guidelines are specific to the program mentioned above and are IN ADDITION TO the Standard Guidelines outlined in the PSI. If there is a perceived disparity between the standard and program specific Guidelines and the program information supplied in the accompanying RFGP, the RFGP is to be the dominant reference.

I. STATEMENT OF WORK

This competition is to administer and implement the FY 2009 U.S. - Russia Language, Technology, Math, and Science Program. It is anticipated that up to \$300,000 for program and administrative expenses will be available to support this program. The award should begin on August 1, 2009, and run through December 31, 2011. Responsibilities include implementing a professional development institute for Russian teachers in the fall of 2010 as well as organizing a reciprocal visit for U.S. teachers in the spring of 2011. This solicitation includes guidelines for both the administrative and program portions of the U.S. - Russia Language, Technology, Math, and Science Program such as: the recruitment and selection of U.S. and Russian teachers; orientation programs for U.S. and Russian teachers; the development and implementation of the U.S. program; the monitoring of participants; implementation of an end-of-program de-briefing for Russian teachers; the organization of visits to Russia for U.S. teachers; and the coordination of a workshop led by the Russian teachers upon their return home, including carrying out a follow-on grant competition.

A. Specific responsibilities for administration of the FY 2009 U.S.-Russia Language, Technology, Math, and Science Program include but are not limited to:

1. Develop application forms for the U.S.-based professional development institute and determine, in coordination with the Public Affairs Section in Moscow and ECA/A/S/X, a publicity strategy, application procedures, and deadlines. Application materials should state that prior participants of the Partners in Education (PiE) and Teaching Excellence Awards/Teaching Excellence and

Achievement Program (TEA) are not eligible and that teachers without prior experience in the U.S. are preferred;

2. In consultation with the U.S. Embassy in Moscow, identify the priority regions in Russia where teachers should be recruited;
3. Distribute applications, recruit candidates, and interview and select participants for the program. Collaborate with the English Language Officer (ELO) responsible for English programs in Russia based in the U.S. Embassy in Moscow and the Public Affairs Section in the U.S. Embassy. Review and rank the applicants, interview the top candidates, and forward the highest-rated applications to the U.S. cooperating institution;
4. Follow up with teachers who have applied in Russia regarding any missing application documents and respond to their inquiries;
5. Set up Washington, D.C.-based independent panel review meetings to review candidate applications and provide lists of finalists to ECA for final selection;
6. Prepare and send letters of award and program guidelines to applicants selected for the Program; notify partner organizations of candidates' expected U.S. arrival dates and prepare and send to cooperating partners or field offices overseas the DS-2019 form at least 60-90 days before departure;
7. Organize a pre-departure orientation for the teachers in Moscow, in collaboration with the U.S. Embassy;
8. Organize a institute for teachers of English as a Foreign Language (EFL), math, science, and information technology in the United States (see Letter B below);
9. Make all arrangements for the exchange program, including DS-2019 documentation, travel, orientation, distribution of maintenance allowances, and cultural programming. Ensure that the program is well-developed in terms of substance and integration of various components, such as classroom instruction, workshops, school-based internships, interaction with American peers, access to home hospitality visits, cultural/historical site visits, etc., working in coordination with the program office and other ECA Bureau and State Department offices as appropriate;
10. Prepare and distribute necessary pre-departure orientation materials to all participants (this distribution may be accomplished electronically). This should include information on the program venue, community, host secondary schools, cross-cultural information, and information about the U.S. educational system (from primary to university levels);

11. Enroll participants in the Bureau health insurance program, which complies with J-1 visa requirements. The Bureau health coverage program provides limited accident and sickness, repatriation of remains, and medical evacuation insurance coverage for participants in the exchange phases of the program;
12. Coordinate and implement an orientation of participants upon arrival in the U.S., a visit to a local school/s, an overview of the U.S. school system, and program requirements;
13. Organize an end-of-program workshop, where participants may discuss and reflect on their experiences in the United States, meet with State Department officials, and create specific action plans to be implemented after the participants return to Russia;
14. Assume overall responsibility for complying with all applicable tax treaties and federal, state and local laws on tax withholding and reporting for teachers;
15. Maintain home contact lists for participants and alumni, as well as a plan for maintaining contact with alumni after their programs end;
16. Provide impact statements to ECA about the teachers' programs, including their participation in teaching and community activities and work after the program ends;
17. Advertise the program to a population of U.S. teachers that reflects the number of anticipated awards and share recruitment announcements with ECA/A/S/X to distribute. Recruit and select outstanding U.S. teachers for an outbound professional development trip to Russia based in the schools of selected Russian teachers, including leading an orientation program at the Russian teachers' end-of-program workshop in the U.S.;
18. Facilitate and oversee the Russian teachers' training of colleagues upon their return to Russia through a one-day workshop for at least 50 colleagues, including the involvement of U.S. education consultants; and
19. Implement other activities as requested by ECA to support program goals.

B. Specific Components of the Institute for Russian Teachers:

The proposal should provide for a four-week professional development program during the fall of 2010.

1. Program for English as a Foreign Language Teachers

The proposal should outline a plan for an integrated program of seminars and workshops on pedagogy and methodology including student-centered education,

curriculum development, and other topics as well as enhancement activities in the school and local community. The participating EFL teachers should have a substantive, two-week internship at a U.S. secondary school with a designated mentor teacher in the same field of specialization. The internships should provide for Russian teachers to teach or team-teach with U.S. teachers to gain experience using new methodologies.

2. Program for Math, Science, and Technology Teachers

The institute for the math, science, and information technology teachers should provide simultaneous translation. It should include highly tailored group seminars focusing on teaching strategies and educational leadership for participants' home environments, including exposure to different teaching methodologies and approaches to curriculum development. The program should focus on the integration of technology across math and science and its applications in the classroom. The institute should include access to U.S. curriculum development specialists in math, science, and information technology. The participants should have several opportunities to visit and observe outstanding U.S. teachers of math, science, and information technology.

The academic content for both groups should build on the Program's goal of developing long-lasting partnerships and mutual understanding between American and Russian teachers through exposure to faculty, board of education, parent-teacher organizations, and city or town council meetings. The institute should arrange for home hospitality visits for all of the Russian teachers.

The program should also include a two- or three-day end-of-program workshop for the Russian teachers. The conference will give the Russian teachers the opportunity to share curriculum units they developed on the program and may include joint presentations on topics such as volunteerism, different teaching techniques and styles, poster sessions, and round-table discussions on educational themes.

C. Specific instructions for administration of Russia visit of U.S. teachers:

Your proposal should include a plan for a group of U.S. secondary school teachers to take part in a two-week visit to Russia in the spring of 2011. You should work with the Teacher Exchange Branch and on-the-ground partner organization to select host placements in Russia for the U.S. teachers, if possible by asking the Russian teachers to submit program plans for hosting their American counterparts. All U.S. teachers should attend the end-of-program workshop for the Russian teachers described above as this program should also serve as an orientation for them.

The U.S. teachers' program in Russia should include school visits, collaboration with Russian colleagues in teaching or team-teaching in classrooms at their hosts' schools, sessions with master teachers about teaching styles, curriculum, and educational issues in Russia, and a meeting with representatives of the Public Affairs Section or the

English Language Office in Russia.

D. Specific instructions for administration of professional development workshops in Russia:

Proposals should outline a plan for Russian teachers who have taken part in the program to organize and lead a professional development workshop in Russia in summer 2011, with the collaboration and guidance of the recipient. The workshops should be designed to reach as many (non-English-speaking, particularly) Russian teachers as possible. The returning Russian teachers should develop curriculum units while on program in the U.S. that may be applied to their home classrooms. During the workshop, these program alumni may share their curriculum units with fellow teachers, as well as information they received while on the exchange about student-centered learning, technology in education, and new pedagogical methods. In addition to the professional development workshops, the Russian teachers may conduct other activities that will build on the exchange visits. The teachers should develop the workshops in coordination with the U.S. cooperating organization, and the workshops should be approved by the U.S. Embassy in Moscow (including the English Language Officer), and ECA.

E. Alumni and follow-on support:

Proposals should outline a plan for Russian and U.S. teachers who have taken part in the program to apply for follow-on grants, budgeting approximately \$10,000 for this purpose. Applicants are encouraged to propose creative ideas for future collaboration between U.S. and Russian educators in the proposal submission. The recipient will be responsible for publicizing the program, working with U.S. educators on their proposals, and monitoring the grants. The Post or other international partner and the cooperating institution should approve the follow-on grants in consultation with ECA/A/S/X and the U.S. Embassy in Moscow, who will have the final say on alumni grants.

II. PROGRAM SPECIFIC GUIDELINES

EVALUATION

Short- and long-term evaluations are critical to the success and continuation of the Program. Per the Government Performance and Results Act (GPRA) of 1993, Federal agencies must create strategic plans, set performance goals, and develop methods for measuring how well these goals are realized. Applicant organizations should submit an evaluation plan that will address the GPRA's requirements and assess the long-term impact and effectiveness of the Programs.

VISA AND TAX REQUIREMENTS

All participants must be sponsored under an Exchange Visitor Program on a J visa.

Programs must comply with J visa regulations. In addition, administration of the fellowships must be in compliance with reporting and withholding regulations for Federal, State, and local taxes as applicable.

PROPOSAL CONTENTS

Applicant organizations should submit a complete and thorough proposal describing the program in a convincing and comprehensive manner. Since there is no opportunity for applicants to meet with reviewing officials, the proposal should respond to the criteria set forth in the solicitation and other guidelines as clearly as possible.

Proposals should address succinctly, but completely, the elements described below and must follow all format requirements.

NOTE: Proposals submitted through Grants.gov may only be submitted in the following formats:

- Microsoft Word
- Microsoft Excel
- Adobe Portable Document Format (PDF)
- ASCII Text
- Joint Photographic Experts Group (JPEG images)

Proposals should include the following items:

TAB A - Application for Federal Assistance Cover Sheet (SF-424)

TAB B - Executive Summary

In one double-spaced page, provide the following information about the project:

1. Name of organization/participating institutions
2. Beginning and ending dates of the program
3. Proposed theme
4. Nature of activity
5. Funding level requested from the Bureau, total program cost, total cost-sharing from applicant and other sources
6. Scope and Goals
 - a. Number and description of participants
 - b. Wider audience benefiting from program (overall impact)
 - c. Geographic diversity of program, both U.S. and overseas
 - d. Fields covered
 - e. Anticipated results (short and long-term)

TAB C

Calendar of activities/itinerary
Narrative

In 20 double-spaced, single-sided pages, provide a detailed description of the project addressing the areas listed below.

1. Vision (statement of need, objectives, goals, benefits)
2. Participating Organizations
3. Program Activities (advertisement, recruitment, orientation, academic component, cultural program, participant monitoring)
4. Program Evaluation
5. Follow-on
6. Project Management
7. Work Plan/Time Frame

TAB D - Budget Submission

- 1.) Budget Information – Non-Construction Programs (SF-424A)
- 2.) Detailed Budget (list of allowable costs and any other program specific budget issues.)

The total Bureau-funded budget for the entire project should not exceed \$300,000. The Bureau is committed to containment of administrative expenses, consistent with overall program objectives and sound management. The applicant is strongly encouraged to demonstrate substantial cost-sharing during the U.S.-based program.

Program Expenses

- Round-trip domestic and international travel, coach class (via American carrier and following “Fly America” regulations);
- Maintenance allowance for Russian participants in a four-week professional institute in the fall of 2010, and for U.S. teachers in a two-week program overseas during the spring of 2011. Maintenance allowances should be sufficient to enable participants to meet the costs of lodging, food, clothing, and incidental purchases throughout the period of the grant in the locations where the participants will be residing;
- Educational materials (estimate and explain an appropriate stipend level);
- Translation costs for Russian technology, math, and science teachers;
- Staff travel and per diem;
- Selection panel honoraria and expenses;
- Costs of a two- or three-day end-of-program workshop;
- Withholding for taxes as necessary;
- Costs of workshops in Russia; and
- Alumni grant costs.

Administrative Expenses

- Staff salaries and benefits (each staff member and his/her position must be listed separately). Please also note the percentage of his/her total time spent on this

- program;
- Communication costs (e.g. fax, telephone, postage, communication equipment, etc);
- Office supplies;
- Printing and duplication costs;
- Administration of tax withholding and reporting as required by Federal, State, and local authorities and in accordance with relevant tax treaties;
- A-133 Audit fees;
- Other direct costs; and
- Indirect costs.

TAB E

Letters of endorsement

Resumes

Resumes of all program staff should be included in the submission. No resume should exceed two pages.

TAB F

1.) SF-424B, "Assurances - Nonconstruction Programs".

2.) First time applicant organizations and organizations which have not received an assistance award (grant or cooperative agreement) from the Bureau during the past three (3) years, must submit as an attachment to this form the following: (a) one copy of their Charter OR Articles of Incorporation; (b) a list of the current Board of Directors; and (c) current financial statements. Note: The Bureau retains the right to ask for additional documentation of those items included on this form.

3.) **Please note:** Effective January 7, 2009, all applicants for ECA federal assistance awards must include in their application the names of directors and/or senior executives (current officers, trustees, and key employees, regardless of amount of compensation). In fulfilling this requirement, applicants must submit information in one of the following ways:

Those who file Internal Revenue Service Form 990, "Return of Organization Exempt From Income Tax," must include a copy of relevant portions of this form.

Those who do not file IRS Form 990 must submit information above in the format of their choice.

In addition to final program reporting requirements, award recipients will also be required to submit a one-page document, derived from their program reports, listing and describing their grant activities. For award recipients, the names of directors and/or senior executives (current officers, trustees, and key employees), as well as the one- page description of

grant activities, will be transmitted by the State Department to OMB, along with other information required by the Federal Funding Accountability and Transparency Act (FFATA), and will be made available to the public by the Office of Management and Budget on its USASpending.gov website as part of ECA's FFATA reporting requirements.

4.) Include other attachments, if applicable, i.e. the SF-LLL form, etc.

REVIEW PROCESS

Eligible proposals will be subject to compliance with Federal and Bureau regulations and guidelines and forwarded to Bureau grant panels for advisory review. Proposals may also be reviewed by the Office of the Legal Adviser or by other Department elements. Final funding decisions are at the discretion of the Department of State's Assistant Secretary for Educational and Cultural Affairs. Final technical authority for assistance awards (grants or cooperative agreements) resides with the Bureau's Grants Officer. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and availability of funds.

The submission will be reviewed with the following review criteria in mind:

1. *Quality of the program idea:* Proposals should exhibit originality, substance, precision, and relevance to the Bureau's mission.
2. *Program planning:* Detailed agenda and relevant work plan should demonstrate substantive undertakings and logistical capacity. Agenda and plan should adhere to the program overview and guidelines described above.
3. *Ability to achieve program objectives:* Objectives should be reasonable, feasible, and flexible. Proposals should clearly demonstrate how the institution will meet the program's objectives and plan.
4. *Institutional Capacity:* Proposed personnel and institutional resources should be adequate and appropriate to achieve the program or project's goals.
5. *Support of Diversity:* Proposals should demonstrate the recipient's commitment to promoting the awareness and understanding of diversity.
6. *Follow-on Activities:* Proposals should provide a plan for continued follow-on activity (without Bureau support) ensuring that Bureau supported programs are not isolated events.
7. *Cost-effectiveness/ Cost-sharing:* The overhead and administrative components of the proposal, including salaries and honoraria, should be kept as low as possible. All other items should be necessary and appropriate. Proposals

should maximize cost-sharing through other private sector support as well as institutional direct funding contributions.

ADHERENCE TO ALL REGULATIONS GOVERNING THE J VISA

The Bureau of Educational and Cultural Affairs places critically important emphases on the security and proper administration of Exchange Visitor (J visa) Programs and adherence by award recipients and sponsors to all regulations governing the J visa. Therefore, proposals should demonstrate the applicant's capacity to meet all requirements governing the administration of Exchange Visitor Programs as set forth in 22 CFR 62, including the oversight of Responsible Officers and Alternate Responsible Officers, screening and selection of program participants, provision of pre-arrival information and orientation to participants, monitoring of participants, proper maintenance and security of forms, record-keeping, reporting and other requirements.

The award recipient will be responsible for issuing DS-2019 forms to participants in this program. A copy of the complete regulations governing the administration of Exchange Visitor (J) programs is available at <http://exchanges.state.gov> or from:

United States Department of State
Office of Exchange Coordination and Designation
ECA/EC/ECD - SA-44, Room 734
301 4th Street, S.W.
Washington, D.C. 20547
Telephone: (202) 203-5029
FAX: (202) 453-8640

APPLICATION SUBMISSION

The RFGP indicates the date the complete proposal is due and the manner in which proposals must be submitted. There are NO EXCEPTIONS to this deadline. For further information regarding this program or the competition, call William Heaton at (202) 453-8888, Teacher Exchange Branch; Fax: (202) 453-8890; email: heatonwe@state.gov.